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ABSTRACT

A new look must be directed at the role of the public library in providing additional preschool experiences for poor children. At the national level, federally funded programs, foundation aid for children's television, and the supportive declarations of national professional organizations point to efforts for bringing services to young children in less advantaged neighborhoods. The local public library has long been active in services to young children. Now, because of changes in communication media and social needs, libraries find their services must expand. Three contrasting approaches can be distinguished: story hours, nursery school programs, and total family serivce in the form of an alternative neighborhood learning center. Other activities include concurrent parent programs, toy loan services, and fine arts programs. Although it is recognized that libraries, especially in rural and inner city areas, must reach out with more children's services, in most instances the planning of preschool programs is sporadic. An articulated philosophy of children's serivces is needed. To this end, research should be conducted on the effects of family and social environment, on preschool learning, and on the effectiveness of specific programs and materials. (Author/SL)

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THE ROLE OF THE PUBLIC LIBRARY AS AN ALTERNATIVE FORCE IN EARLY CHILDHOOD EDUCATION

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OVERVIEW OF THE PROBLEM AND THE AUTHOR'S RECOMMENDATIONS*

Approximately forty per cent of the nation's children, ages 3 to 5 years, are attending school this year as compared to twenty-five per cent in 1964. This estimate excludes day care centers outside the public school that are primarily custodial. The great majority of these children who are enrolled in pre-primary schools are white and middle class. A new look must be directed at the role of the public library in providing pre-school experiences for poor children.

"The idea, that the family, community, and various institutions educate and influence learning is, of course, not new," according to A. Harry Passow, an expert in urban education.

> What is new is that educators have become more sensitive to these multiple influences on learning, and so are taking them into account in structuring teaching and learning opportunities. The thrust, for example, for what is known as "early intervention" is based on the belief that the educating resources available to poor families are limited and the values different from those of the school, so that the school must "intervene" to insure that the needs and services required for success in the classroom are provided. . . . The notion of "experiential deprivation"--the absence of books and magazines in the home, the paucity of educative toys, the unavailability of intellectual stimulation--has undergone considerable reappraisal in recent years. Even in the poorest environment, the child learns significant coping and survival skills, and educators are turning their attention to these as a basis on which to build more formal and structured learning opportunities.[1]

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[1] A. Harry Passow. "Trends in Learning and Education Affecting Community Library Services," in Guy Garrison, editor, Total Library Service. Chicago: American Library Association, 1973, p. 2. This is one of several papers in this 138-page publication sub-titled: Report of a Conference Sponsored by the Joint Committee of the American Library Association and the National Education Association.

*Phil C. Lange is the author of this overview, based on manuscript copy provided by Binnie L. Tate.

How can the public library provide alternative educational service to young children? This question must be viewed in the context of national legislative interest in day care for small children of working mothers and the need for educational programs outside the public schools. Alternative in this sense does not mean displacement of other institutions or services. It means providing additional options. Thus in citing examples of community learning centers, such as Philadelphia's Action Library, the Langston Hughes Community and Cultural Center in New York City, and Rochester, New York's, Phillis Wheatley Community Library, Kathleen Molz notes that "all the centers are alike in one respect, namely their provision of an alternative to, not a displacement of, the educational structure as it now stands."[1] In view of our social changes and the historic responsiveness of libraries to community needs, we must reexamine the role of the public library as an alternative educational force for the education of pre-primary school children.

In dealing with this question, Binnie L. Tate draws upon her own experience and discussions with other librarians who have organized and worked with children's library services for inner-city neighborhoods and less advantaged communities.[2] For this present

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[1]Kathleen Molz, "Past and Present Efforts at Coordination of Library Services at the Community Level," in Guy Garrison, editor, Total Community Library Service. Chicago: American Library Association, 1973, p. 7.

[2]See Binnie L. Tate, "The Role of the Children's Librarian in Serving the Disadvantaged." Library Trends, Vol. 20, No. 2, October 1971. pp. 392-403.

paper she has also used a telephone survey, starting with national and state leaders in public library services and speaking with many local providers of children's public library services. She also had access to reports in the U.S. Office of Education and to the general literature in the field. The initial focus of inquiry was on what is being done.

Needs and Recommendations

From these discussions and reviews of what is happening, there seemed to emerge several broad conclusions and recommendations, as follows.

.. We need a philosophy of children services that underscores the child's right to learn, his need for free access to information, and the need of society to assure this fruition of its citizenry. A philosophy does not resolve controversy, but it provides a framework and dimensions that keep the issues in focus on the needs of children. Much of the controversy reported over when, where, and how pre-primary education should take place is jurisdictional, aggravated by shortage of funds and resources and by institutional claims to territorial rights. Whereas these controversies can enervate the energies of agencies serving the same community, it is often said that the user who needs the service gets little benefit from these jurisdictional disputes. Thus philosophies that are user-oriented--based on the child's needs in his community--are better catalysts for community coordination of services than are the service claims of agencies in the community.

.. We need a better inventory of programs and resources that deal with the inequities in learning opportunities available for young children in different communities and in different homes within communities. Public recognition of these inequities has stimulated proposals for alternate forms of education, including government-sponsored programs for early childhood. We need further clarification of viable alternatives, what federal or state or regional assistance is available to local centers working with young children. And we need wider dissemination of insights

learned from innovative library services. An interstate newsletter that shares information about practical local solutions for getting library services to these young hard-to-reach children has been widely suggested. The children's librarians want to know what others like them are doing, what problems are being faced, if unusual programs are being tried and with what success. The need, they say, is for an interstate reporting system dealing with community library services for the young child.

.. We need to know more about programatic implications related to the changes in family patterns, the new theories about the learning patterns of young children--and about the nature of today's community. Librarians hear about new insights in these three areas but the implications for local programs are not clear.

.. We need a more realistic appraisal of the ways in which television, radio, recordings, films, multimedia kits and educational playthings can change the learning resources available for early childhood and can give the child direct access to non-print information. These realities include not only the potential but also the necessary provision for facilities, personnel, training in utilization, etc.

.. We need basic and comprehensive research in public library services to young children. In 1974, Pauline Winnick wrote: "The need for an adequate survey of children's library use was expressed in 1950 and still is unfilled. Lacking a national evaluative study, as well as resources for evaluation, there is no way to describe the national condition of public library services to children, performance levels, or degree of impact on child and community."[1] The first two of her five recommendations are particularly relevant to library services for early childhood:

1. "That evaluations of library services to children be community-user oriented to include both school library and public library facilities, resources, services, and personnel; that all other sources of reading available to children in the community be included as well, to learn how and where the full spectrum of the child's learning needs can be met with the greatest cost benefit;

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[1]Pauline Winnick. "Evaluation of Public Library Services to Children," Library Trends, vol. 22, no. 3, January, 1974, p. 361.

2. That preschool children, 3 to 6 years of age, be given priority attention in user impact studies of community library services (see above); that new media and new concepts of early childhood education be studied together with traditional activities for the youngest clientele."[1]

.. We need to remind ourselves that the limitations of local budgets, space, personnel, and priorities put strong constraints on efforts to reach out with new children services. These new efforts require affirmation of purpose, reconsideration of priorities and commitments, and efficient coordination among community agencies. Mildred Frary, commenting on innovations in community library services, observes that: "The impact of Federal legislation and Federal programs on changes in both school and public libraries can't be overstated. Most of the changes that have come about in recent years have been the result of Federal funding. Unfortunately, as administrations change, priorities often die and new ones are substituted. There are very real problems associated with the situation where projects turn on and turn off at the whim of changing administrations."[2] She is leary about what she calls political efforts to restructure library services. For the project to have a life it must have local commitment and priority. Frary itemizes several impediments to change, and these are typical of those mentioned by children's librarians:

lack of information about what is going on and what is working well;
financial constraints;
limited physical facilities;
the negative image that schools and libraries have in some communities;
fear of the charge of duplication of effort or the charge of waste of public money when alternatives are offered by two or more agencies in the same community;
the slow pace of cooperation between school and public libraries;
protective and impeding laws;
the need for new ways to measure services.[3]

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[1]Ibid., p. 374. Her other recommendations: 3. study successful programs and services for junior high school age children; 4. include children in the community who have special needs, disabilities, talents; 5. develop criteria for measuring the quality of children's services in public libraries and for evaluating program impact on users.

[2]Mildred Frary, in Guy Garrison, editor. Total Community Library Service. Chicago: American Library Association, 1973, p. 77.

[3]Ibid., pp. 75-78.

.. Now seems to be a propitious time for the sponsorship of a national forum with regional satellite conventions for the purpose of establishing clear directives for public libraries in the area of pre-primary education. The national forum should have representatives from appropriate committees of the various divisions of the American Library Association, along with representatives from related government programs, from chief state school and library officials, and from the colleges of library services. In preparation for the forum, the philosophy, the research study and system of newsletter mentioned above could be prepared as study or working papers for the forum. Guidelines and methods could then be developed from a broad base, with the federal and state in-puts being regularized and publicized so that local libraries could be accurately informed on how to engage with those resources. The regional satellite conventions would have a dissemination function regarding outcomes from the forum as well as providing college interface among children's librarians. The state agencies for public library services should be involved as the network for follow through with local library services.

This summary of needs and recommendations for actions is presented at the outset of this paper rather than the end so as to highlight the interwoven fabric of problems and limitations that impinge on the efforts an individual librarian or on a major national effort. These recommendations were not generated from responses to formal questionnaires or structured interviews, but through open discussion of the whys and wherefors of what was and wasn't happening in getting children's library services to young children in economically disadvantaged communities. It is worth noting that individual librarians who spoke to this investigator about their successes and frustrations in their local communities were stressing the same needs and actions that are often mentioned in our professional literature and of concern to national and state organizations.

Discussion of Problems

New knowledge about the pre-school child, the family, and the community

In a unique way the library services for pre-primary school children must be appropriate both to the mental development of the child and to the dependence the child has upon his parent or parent substitute for his movement outside the home and for his learning opportunities within the home. This means that the librarian working with young children needs to know how children this age go about their learning, what kinds of learning tasks are appropriate, what indicators serve as signals to the child's readiness for a learning task, what library related activities or learning materials provide an appropriate match-up with different types of readiness. It also means that the children's librarian must know the relation between the child and the older members of his family who control his mobility and access to learning opportunities. It also means that the librarian must know the local community in which the child and his family are coping, for it is in his interface with his community that each child gradually invents himself.

Psychologists are now giving us more insight into the child's intellectual development during early childhood. Piaget's analysis of the child's language, for example, tells us something about the questions and answers that children make, about the egocentric nature of the young child's talk, about the understanding between children, and the difference between the child's effort at explaining as compared to his

effort at reproducing what he has heard.[1] However, the educational implications from these insights are not clear.[2]

Children's librarians know that their programs are more effective when the mother is participating in the program. Psychologists agree that the child's early personality development is much influenced by the mother-child relationship.

> Right up to the fifth year the mother usually remains the central feature of the child's environment. Her frequent closeness to him is vital, not just for what she can provide for him, but because she comprises a base from which he can explore and adjust to new people and things as they appear on his rapidly widening horizon. How he approaches and responds to them is largely determined by the pattern of his relation with his mother.[3]

What are the implications for the library's children's services: How would community-centered services of the public library contribute to the wholesomeness of these mother-child and family relations?

From other sources we hear authorities painting a bleak picture for American families rich or poor, so far as intimacy of family life is concerned. Their research shows that parents are spending less and less time in activity with their children ; and they predict a trend

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[1]Jean Piaget. The Language and Thought of the Child. N.Y.: World Publishing, 1973. A Meridian Book, 17th printing.

[2]John L. Phillips, Jr. The Origin of Intellect: Piaget's Theory. San Francisco: W. H. Freeman and Company, 1969. See "Educational Implications," pp. 105-132.

[3]Anthony Ambrose. "Personality," in Robert R. Sears and S. Shirley Feldman, editors, The Seven Ages of Man. Los Altos, Calif.: William Kaufmann, 1973, p. 13.

toward children's hotels, places where the well-to-do parents may park their children when they want a vacation. These authorities see the family needing all kinds of help from the working world and from social and political institutions at the local, state and national levels.[1]

The age-task stratification of our society is breaking up the family. What difference does that make for the librarian with services for young children? The Coleman reports and others are making educators more alert to the tendency of our society to group people by age levels--from the new born in hospitals, through nurseries and schools grouped by age, to the maturity of senior citizens separated in their retirement villages or rest homes. An unnatural development, this trend has moved far from the root educational unit, the family with its "school on the mother's knee." The family was pluralistic and interdependent, mixed in age, sex, and function. The "immediate" and "extended" families were natural gradual ladders to the child's unfolding world. But throughout history the means of transportation, first with beast and then ships and trains were changing culture. Now the added mobility of auto or bus and electronic communications disperse family members and neighborhood residents into age-task groups with little family life and possibly no neighborliness. In some societies other than our own, there are even earlier age groupings for education as governments take over the education in early childhood so as to fully develop the

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[1]Testimony before the U.S. Senate subcommittee hearings on "American Families: Trends and Pressures," December 1973, under the chairmanship of Senator Walter F. Mondale, of Minnesota.

nation's human resources. Educators are concerned about this age-level fragmentation. They voice the need for facilities and programs that reach across age levels and bring neighbors together. Where do public library children's services fit into this need?

The concepts of neighborhood and community need to be examined for changes in meaning. In urban and some suburban neighborhoods the neighbors share proximity but little awareness of each other. The idea of community can encompass the whole world and miss one's neighbor. With our world-wide communications and concerns, we find it difficult to focus neighborhood attention and action on a local problem. For the librarians with their literate grasp of the world scene it may be, as Marshall McLuhan says, "In the electronic age we wear all mankind as our skin." But this idea of the wide-open world community and its sensitivity to each man's welfare is not shared by the poor and disadvantaged. They do not see that openness or receptiveness for themselves. As they see it, in that big world visioned by the well-educated the prizes have already been preempted by the powerful and the wealthy. Thus they prefer to define a smaller world, a manageable alternative, a much more localized and intimate community or interactive neighborhood where they can see a chance for themselves to make a difference. Will children's library services be part of this localized community and neighborhood interaction?

Research

The plea for more research is so common as to require careful screening for purposes and commitment. Often the plea is a ploy to

delay an obvious needed action, or it is data-gathering dissociated from a plan of action. But fact-finding is one of the first pleas of local groups that have a commitment to better their conditions. It is also the plea of excellent librarians doing the best they can under perceived circumstances, who want a deeper understanding of those circumstances and the likely consequences of their decisions and actions. Since these circumstances involve young children and family and local neighborhood, some of the most helpful investigations, in the case of the children's librarian, center on the aspirations and resources of the users of children's library services and on their interface with these public library services as the consumers view it. This would be the kind of user-oriented research that Frary has called for.

In the report of a closed conference in 1966 dealing with research on the utilization of printed and audiovisual materials for instruction, Maurice Tauber wrote:

> The traditional delineation of types of research according to the methods employed by the investigator circumscribes historical, normative-survey, experimental and a varying number of other types of research which employ methods adapted to studying complex causal relationships including the causal comparative, correlation and case study methods.[1]

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[1] Maurice F. Tauber and Irlene Roemer Stephens, editors. Conference on the Use of Printed and Audio-visual Materials for Instructional Purposes. (U.S.O.E. Project: OE-5-16-034) New York: Columbia University School of Library Services, 1966.

In this same set of conference papers Dwayne Huebner presents an insightful scrutiny of research on media for young children; and he delineated the needed research quite differently, giving due recognition to the political elements in research.[1] He identified five types of research:

Legitimacy research. The search for legitimacy, the search for a warrant for certain practices, or even, the production of propaganda (as in comparative studies that prove one method better than another),

Status research. What is happening, or what might happen. What are the trends in past and present practice and the foreseeable future.

Technological or engineering research. The development of instruments or instrumentation: some as complicated as community cable television, computer information systems, production of books or educational devices, agreements to standardize cataloging procedures or playback equipment for audio-visual materials, etc.; some as simple as how to design storage cabinets or a lending system. What they have in common is the characteristic that the instruments were designed to achieve a certain objective when used in accordance with guidelines, and there can be an accounting as to their effectiveness and efficiency.[2]

Effectiveness research. The search for educational value for intended audiences. Huebner views this type of research limited at present because we have not adequately developed theory for our educational actions.

Theoretical research. The search for theories that enlighten us on phenomena or relationships. This might include theory of child development, learning theory, family theory, theory of community structure, theories of community library services, etc.

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[1] Ibid., pp. 1-25: Dwayne Huebner, "Instructional Material."

[2] For an example of what Huebner calls technological research, see A. A. Lumsdaine, "Instruments and Media of Instruction," in N. L. Gage, editor, Handbook of Research on Teaching. Chicago: Rand McNally, 1963, pp. 583-714.

Huebner goes on to suggest possibilities for research bearing on educational media and learning environments for children, and his suggestions have implications for public libraries because he is aware of the alternatives the community activists are expressing:

> The search for theory. Are our educational theories closed or open? "If the educational system is seen as a system of interaction among students and teachers with instructional materials for the sake of achieving defined ends, then it becomes a relatively closed system." It works only for those predetermined ends, closed to other alternatives. . . . However, when the educational system is seen more as an evolving confrontation between the student and meanings of others via artifacts or communication channels, then the educational system cannot be contained within the institutionalized system of education as it is presently conceived. If it is seen as the meeting between the child and the meanings of others about him then it is open to alternatives and we can create an open environment with options and choices.
>
> The search for value: technical values, meaning values, moral values, power values.
>
> The search for principles to guide the design of educational materials.
>
> The search for principles to guide the design of educational environments.
>
> The search for political and economic realities of educational materials and media.

Children's librarians working in neighborhoods that are economically poor might not use exactly the same labels as Huebner when they identify needed research. But they do ask for research that tells them what is happening and will happen (status), that reveals what impact they are making (effectiveness), that gives them justification (legitimacy) for their actions, that gives them practical implications from new and alternative theories (theoretical).

The inner-city librarian cannot help but agree with Huebner in saying that educators must be deeply aware of the political and economic realities of educational change, of educational materials, and media, and research. Libraries and schools are social institutions which serve public policy. "The policy," Huebner says, "is determined by those who have power to make and enforce decision. A change in the curriculum, in the organization of the school, or in the use of certain kinds of materials, may be looked upon as a change in the policy of that institution." The values that the child is learning emerge as his family members, neighbors, teachers--and the librarian if she is in the picture--consider the various possible components of the learner's environment.

> Hence the teacher must know intimately the educationally important characteristics of the children, the skills, critical abilities, and meanings which are appropriate for the age level under consideration. However, the skills, abilities, and meanings are determined as much by the available materials as by some educational philosophy.[1]

These materials may be "closed," leading to and limited to prescribed objectives and values advantageous mainly to the affluent and thus further "disadvantaging" the less advantaged.

Huebner's rationale for needed research on learning resources and environments for young children has been given special reference here because it speaks more to the purpose and problem of public effort than one finds in discussions of research according to method. His

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[1]Ibid., p. 18.

rationale is open to alternative theory, content, structure and process. He puts emphasis on the values and aspirations of consumers of services, and takes into account the economic and political inequities of educational practices and materials.

Adequacy and alternatives in instructional materials and educational environments

The neighborhood librarian's search for what materials are available is really a search for what will match up appropriately with the values and interests of a specific local community.

Not too long ago, we could say that there just weren't minority- or urban-oriented materials. This shortage of urban-appropriate and minorities-appropriate materials was attacked frontally in the mid-1960's by the House Committee on Education and Labor's Ad Hoc Subcommittee on De Facto School Segregation's four-day hearing on "Books for Schools and the Treatment of Minorities."[1] In those hearings, Passow used the term "appropriate" to refer to materials with these characteristics:

1. Materials which are multi-racial, multi-ethnic, multi-social class--through the text or content, the illustrations, or both.

2. Materials which are urban-oriented rather than suburban or small-town, depicting life in the urban setting with its problems as well as its cultural riches.

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[1] Books for Schools and the Treatment of Minorities: Hearings before the Ad Hoc Subcommittee on De Facto School Segregation of the Committee on Education and Labor, House of Representatives. Washington: U.S. Government Printing Office, 1966.

3. Materials which present the contributions of various minority groups to the American story.

4. Materials which aim at helping to develop an understanding of the world which surrounds children and youth today, through literary and social science selections.

5. Materials which draw on the art, music, dance, drama and cultural heritage of many groups and societies.

6. Materials which use the contemporary story of emerging nations to help children understand the story of America's emergence.[1]

The meagreness of the supply of urban- and minorities-oriented materials could be deplored in those 1966 hearings; but now for older readers we have a relative wealth of these print materials plus information systems that catalog what is available. For early childhood we still need both more resources and better information about their utility and effectiveness.

However, Passow now suspects that the difficulty in matching materials to users in urban- or minority communities is not so much a matter of supply as the difficult task of getting to know the learners, their neighborhood, and what they deem appropriate.

On the matter of advocacy of alternative education, it is interesting to note that in the mid-1960's studies of urban education were making strong recommendations for neighborhood education centers as an alternative to existing systems. For example, as Director in 1967 of the in-depth study of the Washington, D.C. schools, that was to produce recommendations that would make Washington's a model urban

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[1]Ibid., p. 246ff: A Harry Passow, "Prepared Statement of Dr. A. Harry Passow."

educational system, Passow had included two recommendations especially pertinent to our topic. One recommendation called for downward extension of early childhood education so as "to serve all of the four-year olds and selected three-year olds from disadvantaged areas who could profit from a specially designed early childhood program." Another of his recommendations was for community schools or neighborhood educational centers jointly planned by community and educational authorities to offer the variety of services and opportunities its neighborhood needs. Centers would be places where adults, youth and children have opportunities to study and learn. They would operate 12 to 14 hours a day, six days a week and year round.[1]

One of Passow's research teams had concentrated on community instructional materials and resources of the schools, libraries and museums.[2] This team's report noted that the fundamental cause for the District's inadequacies was tradition and reliance on conventional channels. This team found resources being generally unused in the sense that lay leadership in the community was not brought into the stream of education for children or adults. Also, Washington's local scene, its wealth of educational and cultural resources that act like a magnet to bring visitors to the city was generally treated with apathy by the educational community. There was agreement among library,

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[1]A. Harry Passow. Toward Creating a Model Urban School System: A Study of the Washington, D.C. Public Schools. N.Y.: Teachers College, Columbia University, 1967. (LC No. 67-31013) pp. 6-12.

[2]Ibid., pp. 477-488: D. Marie Grieco and Phil Lange, "Instructional Materials and Resources."

museum, and school personnel that they should better coordinate their service, that they ought to deliver services locally to neighborhoods, and that they ought to use more non-print communications so as to reach citizens who are not print oriented. This team also stressed the potential of storefront and community centers that could be located adjacent to supermarkets, laundromats or other convenient centers. They "could be supplied with books, paperbacks, newspapers, magazines, radios, record players, television, photographs, works of art, games, etc. Some might simulate living rooms; some might be study centers with spaces for students from overcrowded apartments to find moments of relative quiet; some might include productions facilities and equipment such as cameras and dark rooms, art supplies, etc." They should be attractive for young and old, an open learning center accessible in the local neighborhood.

Unfortunately the Districts' Board of Education, that had initiated the study with the intent of being innovative in bringing meaningful education to its different neighborhoods, backed off from the recommendations and went on with its education as usual.

It took the federal government with its Head-Start programs and support for community action to stimulate the production of new resource materials and alternative programs.

The sense of frustration felt by some local community groups in their attempts to get their expectations satisfied by the existing educational institutions is clearly evident in A Real Alternative: The Final Report and Recommendations of the Community National Field Task

Force on the Improvement and Reform of American Education.[1] In its 1972 report the Task Group had said, "To think that federal funds will purchase change on behalf of the powerless and the poor through funding the present professional interest groups who continue to do the same old thing is to make a fundamental error." Now in this 1974 report the Task Force says that the ill-served and poorly-served have turned up the volume of their discontent, only to be ignored, or given token changes through one or two persons of the establishment, and only rarely getting an honest effort. Dissatisfaction has reached the point of "put up or shut up" for the educational community, as far as this report is concerned.

This Task Force proposes a real alternative--community-based education. This means a better balance between the controllers of education and those served by it. "Education ought to reflect a system that is indeed of the people, by the people, and for the people."

> The Task Force believes that no change or improvement is possible in public education without actually involving the consumer in the change process--the student, his family, and the adults of the neighborhood (the local taxpayers). The consumer must be involved not merely in the choice of alternatives, but also in the determination and the clarification of goals and objectives, and in the monitoring and evaluating of the processes and procedures, as well as in the implementing of the program.

If lay involvement is to work, it lists three critical factors:

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[1] A Real Alternative: The Final Report and Recommendations of the Community National Field Task Force on the Improvement and Reform of American Education. Washington: U.S. Government Printing Office, 1974. DHEW Publtication No. (OE) 74-12007.

1. Educational systems and institutions and their leaders have to want to know about community.

2. Educational systems and institutions have to grow out of the habit of wishing to hide their shortcomings; they have to do something about them.

3. Community groups should have access to technical help, advocate planners, and clerical as well as administrative assistance. Without such assistance, "participation" is just so much window dressing. More important, without such assistance, lay people are kept dependent on the establishment for "right answers" as well as for the "right questions."

Although the main target for change in this report is schooling, the library must include itself as part of the educational community even though this report does not mention library by name. Libraries that would become more community involved should be alert to two other findings of this Task Force:

1. Before the educational community can achieve quality, . . . it must have a reliable data base and knowledge about the expectations of the families of the children requiring services. It must have a system that seeks data and wants to use the information and evaluation that emerges.

2. Training is a must if citizens are to cope positively with the political, technical, and leadership complexities of school life.

In conclusion the report recommended the establishment of a "national training network" and "an information network" for planning alternative education. This Task Force report, like Huebner's paper on research, was not focused on library services for young children but on educational services for the community. This report has a tone of bitterness from frustration that is not present in the language with which children's librarians report their efforts at reaching into their community, nor in the reports of government efforts with preschool

programs or the policy statements of our national library committees for children's services. But many feel what this report verbalized--the urban minorities' lack of confidence in the way services are now initiated and rendered, and the need for local involvement in services tailored to local needs.

What is Being Attempted

Federal funding has made possible efforts that local organizations otherwise could not have started, not for lack of need but for lack of funds and public policy. Special public efforts for urban minorities are highly controversial. For example, the New York Times-Yankelovich survey in New York State, 1974, found that more than half the Puerto Rican and black voters surveyed had serious concern for the quality of the schools.[1] Their attitudes about attention paid to minorities was even more varied, as shown by these responses.

The question: Do you feel that too much attention, too little attention or just about the right amount of attention is being paid to minority groups these days?

Percent responding	Too much	Too little	About right	Don't know; No answer
Puerto Ricans	9	57	33	1
Blacks	8	65	24	4
Whites	43	22	32	3
New York City	39	32	27	2
Suburbs	45	19	34	3
Upstate New York	34	29	34	4

[1] New York Times, November 2, 1974, pp. 1, 13.

This suggests that there will be differences between and within neighborhoods as to the justification for alternative approaches for rendering children's library services and what form those services should take. This further underscores the need for local community involvement in all phases from initial planning through evaluation and recreation of the services.

At the national level, through federally funded programs, foundation aid for children's television, and the supportive declarations of national professional organizations we can point to efforts for bringing services to young children in less advantaged neighborhoods. These programs and declarations will be discussed in the following Chapter 2.

Another source of controversy is whether the public library or the libraries in the schools or whether some new community invention should be rendering the services. Lowell Martin, in Library Responses to Urban Change, writes:

> The policy question therefore arises of proper provision and utilization of two publicly supported agencies for children's books and media resources. . . . A person who has not visited in slum schools or talked with slum parents does not realize the depth of suspicion and antagonism directed against the schools by local residents.
>
> . . . The policy proposed on children's library service for the Chicago Public Library is that the matter be handled in two distinct steps, the short run extending over the next decade to 1980 and the long run extending beyond. In the long run, a greater concentration of media service should not only be tolerated but actively encouraged in the schools, for the benefit of education and of the individual alike.

> . . . But two realistic conditions argue against decelerating of the public library children's service in the immediate future. The hard fact is that libraries in Chicago schools have been slow to develop and are by no means ready to start to carry the double load . . . . This leads to the heart of the matter--that it is the children of Chicago who would be hurt by any cutback at this time, planned or unplanned, in public library children's services. The blow would fall hardest in low-education areas, because it is precisely here that school facilities are most substandard, and here also that there is a psychological gulf between child and school. There is a long-range relationship to be worked out between the two educational agencies, in the interest of sound educational planning, but the task now is to serve the present generation of children.[1]

Local public library children's services are reaching into the neighborhoods of the poor. Examples of such efforts at the local neighborhood level will be discussed in Chapter 3.

Several assumptions become evident when one discusses library services for young children and when one reviews the literature. For example, education is a life time process. The learning resources and service responsibilities of public institutions such as libraries and schools are structured more by tradition, political system, and financial/staff commitments than by apparent neighborhood needs. Developments in the metropolitan areas need special attention because in our nation as elsewhere in the world, people gravitate toward the metropolis as the main street for realizing their aspirations. And the metropolis is really a collection of disparate neighborhoods of middle class ethnic groups, inner-city poor powerless, inner-city rich/powerful, with rings of suburbs still enjoying some feeling of local autonomy. Altogether they present a pluralism of needs that cannot

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[1] Lowell Martin. Library Responses to Urban Change: A Study of The Chicago Public Library. Chicago: American Library Association, 1969, pp. 30-31. Chapter 12 of this publication is an excellent set of recommendations for urban library services.

be "averaged out" to mean identical services for the different communities. There is also the assumption that desires in any community naturally exceed what is allocated for meeting its felt and unfelt needs. Thus decisions must be made on what needs and what services should be given priority; and this decision-making should involve the local neighborhood democratically in the process of fact-finding and decision-making, and in the rendering, evaluation and redirection of its services.

The needs and services for young children must necessarily involve parent, home and neighborhood -- unless we collect the children into central homes as wards of the government. The issue as to whether the extension of public educational services for the pre-primary child should be strictly the domain of the public school is a clouded issue, especially in the inner city, where the poor and disadvantaged minorities are most in need of such children's services, where the schools evidence neither the resources nor the commitment for this added task, and where many inner-city neighborhoods have lost confidence in their public schools as the means for improving their lot. By reason of its location in the heart of neighborhoods, its history of access and openness to those who wish to learn, and its library personnel who are service oriented and responsive to expressed needs, the children's services of the local public library must be viewed as an alternative force in the education of young children.

II

THE NATIONAL SCENE

Early childhood education, as we use the term to identify programs, will refer mainly to group settings designed to effect developmental changes in children from infancy to entering kindergarten or first grade. Many of these programs include parents or other family members, for there is consensus that effective adult child relationships inside and outside the home improve the child's motivation for learning. Emphasis is on the "whole child" and wholesomeness of childhood--infancy, family, home, neighborhood and the outer world.

Head Start as a national concept has probably been the propelling agent for current emphasis on early childhood education. Hubert Humphrey, in the senate debate concerning day care (1971), stated that there were 6 million preschool children needing day care service while mothers were out of the home. Yet, licensed day care agencies served only 700,000 and Head Start served 263,000 during the school year and 208,000 in summer programs.[1]

Research findings from Head Start and related agencies have given impetus to all factions supporting educational processes for young children. Advocacy for government supported preschool systems

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[1]"Controversy Over Expanding the Federal Role in Day-Care and Child Development, Pros and Cons," Congressional Digest, vol. 51, no. 5, p. 152.

comes from poverty programs, political bureaus, business groups, women's liberation organizations and others. As pressure has grown, so has the proliferation of ideas, concepts and experiments. In a given locale, various types of preschool agencies, with support from many sources may be found. Some samples are the following:

1. Sponsored by religious organizations
2. Funded by a community organization
3. Cooperative--run by parents
4. Funded by business
5. Independent nursery school
6. Private schools run for profit
7. Head Start
8. Public school or academic affiliation
9. Research or training experiments

Services to Children

Even with this current mass of programs evident, statistics uphold the need for further expansion of services to children in their formative years. Federal agencies estimate over forty per cent of all wives are in the labor force. Among those with children under six, thirty per cent are working outside the home. Therefore the current focus has changed from experiments on children in poverty to comprehensive approaches to early childhood needs. The needs factor sometimes obliterates the lack of clear directives among the profusion of theories and programs for early childhood education.

For librarians there are a cluster of nagging questions:

Where do children's library services fit into these various efforts?

Where are the guidelines for cooperation among the child serving agencies, and what models are there for systematizing the cooperation efficiently and effectively?

How does the public library (or school or other public agency) know if its services to young children are effective? What research do we have? What do we need?

Are library administrators (or school or other public administrators who take over services to this young clientele) sufficiently committed to children's services to defend their continuation and expansion.

This last question, on commitment, is especially disquieting to children's librarians in poor and ethnically specialized neighborhoods. The Council of Chief State Officers, the American Association of School Administrations, and the American Federation of Teachers have all gone on record advocating the need for early childhood educational programs.[1] But will they have the money and provide the staff for what they advocate?

It was federal funding that helped stimulate the demonstration existance of needed early childhood services; but now there is much doubt about local economy-minded administrators making the necessary budgetary commitments to support these services. In the name of economy or avoidance of service duplications, we may experience cut-backs or

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[1]See Early Childhood Education: Current Trends in School. Arlington, Va.: National School Public Relations Association, 1973. A concise but thorough sampling of much of what is current in early childhood education practices. Included are statistics that show government funding grew from zero dollars in 1960 to one billion in 1972; enrollment in preschool programs increased by 1,644 million from 1964 to 1972.

or reassignments that end up with even less local support and accessibility for these needed services.[1]

Thus there is concern regarding federal budget cuts. The New Republic reported in 1973 that the budget of the Department of Health, Education, and Welfare, Social and Rehabilitation Services, called for $600 million less in aid to the states than they had requested.[2] Further it reported that new proposals and guidelines in the area are seen as affecting serious deficiencies in day care service. The guidelines make it "optional" for states to provide day care for parents trying to get off welfare. One clause also prohibited the use of private funds to match state grants, although private sources formerly have been used widely for implementing day care services. Plans to fund day care centers in some federal offices were abandoned. Those operating were seen as in danger.

Government Efforts in Childhood Education

At the federal government level, developments regarding early childhood education and day care have been extremely complex. The Congressional Digest for May, 1972, presented the controversy over

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[1]For example, "to avoid unnecessary duplication" the New York State Education Department's Report of the Commissioner of Education's Committee on Library Development (1970), page 27, recommended that public libraries in the State of New York discontinue all services for young children and that such services be taken over by the schools. On the other coast, a Los Angeles City budget office had recommended a budget saving in 1974-75 through elimination of the Public Library's Central Children's Room, although this is the major historical resource collection of children's books in the city. That recommendation was beaten but at the cost of compromise in reduced hours and staff.

[2]"Going, Going, Gone," New Republic, vol. 168, no. 11, May 17, 1973, p. 9.

expanding the federal role in day care services. As part of this report, existing federal programs which have application for young children are listed and described:[1]

1. Title IV-A Social Security Act
   Child care services are available under this title administered through the Community Services Administration, Social and Rehabilitation Service, U. S. Department of Health, Education, and Welfare. It authorizes child care services for families receiving Aid to Families with Dependent Children.

2. Head Start
   Head Start is administered by the Office of Child Development, Department of Health, Education, and Welfare. Preschool children from families meeting Health, Education, and Welfare poverty guidelines may participate in Head Start. Since its establishment with the Economic Opportunity Act of 1964, about 3.3 million children have participated in the program. Head Start's first Child Development Center opened in the summer of 1965. Since then, more than 3,000 programs have been operated by Head Start in all fifty states and territories of the U.S. Assessments of the Head Start movement have been for the most part favorable. Head Start is sometimes called the "seed" program because it has given root to the Home Start program and the Child Family Resource program.

   Home Start is primarily a spin off of Head Start. Launched by the Office of Child Development in 1972, by 1973 there were 16 Home Start demonstration centers serving about 2,500 children. The program is built around the home visitor who serves from eight to twenty families. The home visitor is generally a paraprofessional selected for her basic interest and attitude, as well as cultural and language assets. Visitors usually receive from 3 to 4 weeks of training. Community experts and resource persons are a prime factor in the program. This has great implications for the Children's Services Librarian, who might aid home visitors in providing

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[1] Congressional Digest, vol. 51, no. 5, pp. 132-133.

educational materials. A librarian could also train as a home visitor and assist directly in the home.

Child Family Resource Program is another pilot program considered an outgrowth of Head Start. Initiated in 1973, it is designed to concentrate on providing family oriented child development services to children from birth through age eight. Assessment of the child's needs is made by a team of experts, physicians, educators, psychologists, and social workers. The program is expected to use the successful elements of Head Start and Home Start.

3. Follow Through
This program operates out of the U.S. Office of Education, Health, Education, and Welfare. Primarily, the emphasis is to stablize the gains children show from involvement in Head Start and other preschool programs. Participants must be from families defined in Office of Economic Opportunity poverty guidelines. Half the children in these programs must have graduated from Head Start or a similar preschool program.

4. Work Incentive Program--Child Care
This program is authorized by the Social Security Act and is administered by the Children's Bureau, Social and Rehabilitation Service, Health, Education, and Welfare. Designed to provide child care services for all work incentive participants and to families with dependent children where adults are involved in training or work, this program is considered by some as one of the most vital.

5. Foster Grandparents Program
Under this program, persons 60 years old and over are trained to serve neglected and poor children. This program could be a resource for early childhood programs.

6. Migrant and Seasonal Farm Workers Assistance
Programs are authorized by the Economic Opportunity Act and administered by the Office of Economic Opportunity. Projects include day care.

7. Educationally Deprived Children
   a. For State Administration. This program is authorized by the Elementary and Secondary Education Act of 1965. Administered through the Office of Health, Education, and Welfare, it channels fund through state agencies for administrative assistance to local educational agencies. Programs must be compensatory in nature and directed to children classified educational deprived.

b. Institutions for the Neglected or Delinquent: for state or local agencies serving neglected or adjudicated delinquents.

c. Local Educational Agencies: for educationally deprived children, to supplement local and state funds normally spent for education in a district.

d. Indian Children: under the same Act but administered through the Bureau of Indian Affairs, U. S. Department of Interior. This program is for funding of programs to meet the special needs of educationally deprived children in Bureau of Indian Affairs schools.

e. Migratory Children: authorized by the same Act, and administered through the U. S. Office of Education, Health, Education, and Welfare, provides for educating the children of migratory agricultural workers.

8. Handicapped Preschool and School Programs
Funds from this program may be applied to only handicapped children not in state-supported institutions.

9. Child Development--Technical Assistance
This program is authorized by the Economic Opportunity Act of 1964, and administered by the Department of Health, Education, and Welfare. It provides technical assistance, coordination, and advocacy for children's services related to health; programs for the handicapped; social services to children in their homes; foster care for children; services to unwed mothers; and community programs for youth development.

Librarians find it virtually impossible to weed through this maze of operations to find the possible implications and guidelines for children's library services. Federal programs such as the above could provide funds for local library services.

We need a task force to research and analyze federal programs with implications for children's services in general and early childhood in particular. This Task Force should have the support of at least one and the cooperation of all of the federal agencies, especially the library divisions of the U.S. Office of Education. Its staff and reporting responsibilities should be connected with the

American Library Association's committees. For example, the Preschool Services and Parent Education Committee could become a formal committee and take on this assignment. It might be formed from the Committee on Service to the Disadvantaged Child.

U.S. Office of Education
and library services

The Library Training Division of the Office of Education stimulates the education of librarians by providing funds for schools, libraries and other organizations with proposals for innovative short or long term educational training programs. The Division is also receptive to model training programs proposed for areas in which there is a training deficit. There have been many training programs relating to children's services in specialized service categories such as Service to Blacks, Service to Indians, Service to Spanish Speaking, etc., but few have directed themselves to a focus on the child's early years. Often children's services is one of many considerations. For example, in the training program at Columbia University, Community Media Librarian for the Inner City, conducted under a grant from the U.S. Office of Education, Title II-B, the recruitment publicity includes attention to children's services in its recruitment flier when it mentions practical uses of media:

> For Children's Services. Selected storytelling sessions may be videotaped. Mother's clubs and groups may be promoted and encouraged with taped programs shown to non-participating mothers. Special programs, which provide children with the opportunity to watch themselves on video, may be utilized to instill self-pride and to lesson discipline problems.

In reviewing the reports on file in the Library Training Division, this investigator was especially impressed by the institute, Public Librarians in Service to Young Children, funded at North Carolina Central University, at Durham, August 1972-July 1973. The University's School of Library Science had initiated its Early Childhood Specialists program in 1970, training mostly school librarians. Grants from the Carnegie Corporation and the Z. Smith Reynolds Foundation had aided in the development of a learning laboratory center. The institute had four modest general goals: provide pre-service preparation for five persons to be Early Childhood Library Sepcialists in public libraries; provide in-service education to another twenty experienced librarians; secure data on the needed children's service in the State's public libraries; relate these findings to program development at the University.[1] The experience of this institute is being shared to some extent, in as much as Mrs. Tommie Young, from this University's training faculty, became part of the staff for the 1974 summer workshop offered by the University of Oklahoma's School of Library Science.

Western Michigan University, at Kalamazoo, also has offered two funded institutes, the second in summer 1974, for librarians, with focus on the child age 2 to 7 years: "to study, discuss, and plan ways of extending school library programs to facilitate early childhood education needs, a recognized national priority."

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[1]This program is also described in the article, "Service for the Little People," American Libraries, April, 1973, p. 193.

[2]A product of the first institute was the bulletin, "The Good Seed." See Eleanor McKinney and Valerie Noble. "The Good Seed," Top of the News, November, 1970, pp. 45-56.

Reports of these and other funded librarian training projects are in the files of the Library Training Division. It would be helpful to librarians if these reports of institutes and special projects were compiled in abstract form, carefully indexed and published. Such a publication might also include a five-year summary or up-to-date survey of the special librarian training programs, both funded and not funded, that were sharply focused on specific types of users of library services, such as: early childhood, the poor, urban minorities, the handicapped, the aged (especially the immobile but alert).

U.S. Office of Education
and educational research

The National Center for Educational Research and Development was established as an umbrella for a network of different types of research and centers. The National Laboratory for Early Childhood Education, was established in 1967 at the University of Illinois, and there are also six regional research centers for early childhood:

Arizona Center for Early Childhood Education, University of Arizona, Tucson, Arizona 85721

Center for Early Education of the Handicapped, University of Oregon, Eugene, Oregon 97403

Center for Research and Development in Early Childhood Education, Dept. of Psychology, Syracuse University, Syracuse, N. Y. 13210

Demonstration and Research Center for Early Education, George Peabody College for Teachers, Nashville, Tennessee 37203

Early Education Research Center, 5801 Kenwood Ave., University of Chicago, Chicago, Illinois 60637

Research Center for Early Childhood Education, University of Kansas, Dept. of Human Development, Lawrence, Kansas 66044

Research Program in Early Childhood Education, Dept. of Child Development and Family Relationships, Cornell University, Ithaca, N. Y. 14850

Another research network is the system of regional laboratories, as listed below, that were designed to help local educators to test out innovative ideas and put them into action:

Education Development Center (New England)

Appalachia Education Laboratory

Southwest Educational Development Laboratory

Southwest Regional Laboratory for Educational Research and Development

Far West Laboratory for Educational Research and Development

Hopefully the research and demonstration of these centers would prove itself of such value that the centers would become self-sustaining with their regional constituencies.

Another research service is Educational Resources Information Center (ERIC). The U.S. Office of Education maintains ERIC, a national information system for disseminating educational research results, research-related materials and other resource information. Through a network of specialized centers or clearinghouses, each responsible for

a particular educational area, it selects, abstracts, documents, indexes, and lists the research in the monthly publication Research in Education (RIE). In some cases, early childhood education for example, it publishes an accumulation of abstracts in book form.[1] Of the 19 clearinghouses, 4 are most directly pertinent to our topic:

ERIC Clearinghouse, Early Childhood Education, University of Illinois, Urbana, Illinois 61801

ERIC Clearinghouse in Urban Education, Teachers College, Columbia University, New York, N. Y. 10027

ERIC Clearinghouse on Information Resources
School of Education, SCRDT
Stanford University, Stanford, California 94305
[A combining of the former ERIC Clearinghouse on Library and Information Science and the ERIC Clearinghouse on Educational Media and Technology]

In addition to these research networks, there is research in conjunction with the service programs already mentioned on pages 29-31. For example, several long range research projects of Follow Through (see page 30) are coordinated through Stanford University though located at other educational centers:

Bank Street College, New York City--developmental approach (Elizabeth Gilkeson)

Education Development Center, Newton, Mass.--action-oriented approach (David Arnington)

Far West Laboratory for Educational Research and Development--responsive environment and self-discovery (Glen Nimnicht)

University of Arizona--behavioral skills and attitudes (Marie Hughes)

University of Florida--parent as educator (Ira Gordon)

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[1]See Early Childhood Education: An ERIC Bibliography. New York: Macmillan, 1973, 577 p.

University of Illinois--structured academic support (Merle Karnes)

University of Kansas--behavior modification approach (Don Bushnell, Jr.)

Ypsilanti (Michigan) Public Schools--testing Piaget's theories (David Weikart)

In all these instances of federal support for demonstration and research there is the expectation that the additional funding makes for more comprehensive and systematic research and for better dissemination of practical outcomes from the research. In fact the great diversity of this research and its magnitude generates such a volume of findings that the ordinary reader needs expert help in perceiving what is functionally insightful for his particular corner of education.

Children's Television and Other Oral/Visual Mass Communications

Television

Another nationwide development--a non-federal one--has been children's television. The average preschool child spends 4,000 hours in front of the television screen before entering school. Many of the programs watched may have been for entertainment or even unsuited to the child, but increasingly programs have been designed to be instructive for the children.

Sesame Street is certainly the most prominent of the television programs aimed at preschoolers. The show began in 1969 with a design capitalizing on some popular theories from early childhood education. Repetition of sounds, concepts, experiences and information is basic

to the program format. Rhythm and new visual perspectives are used creatively. Specialized segments approach the needs of minority children. Various celebrity and community "role models" are often presented.

While it is important to recognize the impact this program has had on the world of pre-primary education, the range of positive and negative evaluations should be taken into account. Educational Testing Service's research on the effects of the program showed that frequent viewers had a better attitude toward school than did their peers.[1] This countered earlier criticism that Sesame Street would cause children to be bored and restless in school. Yet there were some critics who felt that the program did not improve the children's ability in school.[2] Other criticisms were concerned with the passive role of the children in viewing the program, the middle class approach and the new identification processes for the poor, children from rural areas or from areas outside the Northeast. But in general this Children's Television Workshop program won popular acclaim, received continued support from foundations and corporations and was encouraged to add the Electric Company to children's programming.

Some librarians had worked directly with the production of Sesame Street from the start, functioning mainly as specialists in resources rather than as early childhood specialists. They made

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[1]New York Times, November 21, 1971, p. 96; November 29, 1971, p. 54.

[2]H. A. Springle. "Can Poverty Children Live on Sesame Street?," Young Children, vol. 26, no. 4, March, 1971, pp. 207-217.

suggestions about books and reading materials to fit certain program concepts and ideas, and assisted in the production of booklists for distribution.[1]

Libraries have made use of the program by having Sesame Street viewing centers. On at least one occasion Ohio had a commercial on library services broadcast statewide by stations broadcasting Sesame Street. The problem of accessibility for viewing involves both the television set and the proper attitude of the adult with the children. For example, in the Los Angeles area the Mobil Oil Company funded a program to help educate parents to the uses of the programs; and the centers established by this program converted old television sets and made them available for poverty homes.[2]

Mr. Roger's Neighborhood is another popular educational program for children. It also has manuals available in support of this program's use with children.

(NIT) National Instructional Television is the source for a report titled "Television Guidelines for Early Childhood Education," showing how television can contribute to both the personality and education of the child 3-8. With a consortium of instructional television agencies, National Instructional Television assessed the recommendations of that report, and thereafter developed a series of programs called "Ripples" which are designed to take a new approach

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[1]Anne Izard. "The Ladies Who Work on Sesame Street," Top of the News, April, 1970, pp. 244-246.

[2]In the Los Angeles area, Sesame Street is available only on UHF channels, thus requiring conversion units for standard VHF television sets.

to early childhood education. Encounters presented are designed to develop a child's feelings, values, sense of inquiry, etc. Three twenty-minute teacher programs accompany the courses.[1] The Meetooshow is a set of films for television consisting of four programs designed to stimulate the curiosity and imaginative play of children 3-6. A sixty minute program for parents and teachers accompanies the series. Roundabout is designed to enhance the education experience of the "disadvantaged" child, and stimulate his imagination and creative skills.

(PBS) Public Broadcasting Service, formerly known as Educational Television Stations Program Service (ETC/PS), maintains the Public Television Library (PTL), as the "national exchange library to select, acquire and distribute programs produced by individual public television stations." Thus this library serves as a centralized storage and retrieval system for public television programming. Its catalog lists approximately 2000 program units, some for early childhood.[2]

Quite a different approach to the use of television is the use of relatively inexpensive portable single-camera videotape recorders for local production in the neighborhood--developing a kind of experience record" for playing back and talking about what the child and parent sees, does, hears, and feels in his immediate locale and in his group relations. For example, in the prior mention (see page 32 of this paper) of Columbia University's program for training Community Media Librarian for the Inner City, videotaping was featured as a medium for use in children's services. They use television in a personally creative mode.

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[1]Guidebook--1974 Edition. National Instructional Television Center, Box A, Bloomington, Indiana 47401.

[2]The Public Television Library: Catalog of Programs. (January 1974; published annually.) Public Broadcasting Service, 475 L'Enfant Plaza S.W., Washington, D.C. 20024.

Two other engineering developments in television have significance for early childhood education and home instruction: cable television systems that can connect an entire community, and cassette videotape recorders that are as easy to operate as the common audio cassette tape recorder.

Television, videotape and cable systems may prove to be the most viable mode of communication by which public libraries can reach out to young children and their families. We still need to develop ways by which regions or states can have their own libraries of videotaped children's programs for loan to local libraries; and we need to gain much more experience with local community videotaping for purposes of self- and community realization.

Audio recordings, films, photographs, sound/slide, sound/filmstrips, and learning kits and educational games

As has already been noted there has been a great increase in the amount of these commercially available materials for children. In addition, the Polaroid or other cameras and the tape recorders make it easy to do local production about subjects in the child's immediate neighborhood. Besides the fact of increase in quantity and quality, there is also more equipment for small group or for individual viewing and listening.

Dance, puppetry, and theatre

Drama has been widely endorsed as a method to stimulate development in children of all ages. Some larger libraries have auditorium facilities which would allow for serious developments in the area. Smaller libraries with a little creativity could convert a small area for these uses. Improvisational workshops usually require few props.

In a 1970 article, Ann Elgood encouraged librarians to cooperate with and use the services of the Children's Theatre Conference (CTC).[1] She noted that there was already liaison between the Children's Theatre Conference and the Children's Service Division of the American Library Association. She mentioned libraries that had creative dramatics programs, and she listed ways that CTC could be of help to librarians.

Creative dramatics, puppetry, and dance are an important part of a children's program. The child can "dance a story," act out a story part, speak for a puppet. In these activities he frees and extends himself as a participator and initiator. These methods in combination with the videotape recorder permit the child to be a performer and then later be a part of his own audience.

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[1]Ann Elgood. "The Children's Theatre Conference," Top of the News, November, 1970, pp. 66-68.

Right to Read

The Right to Read program was launched in 1969. Very early the public library was considered as a primary factor in this program. The National Book Committee has developed a number of packages, available to those libraries which wish to implement programs on various levels. Regarding the Right to Read program and the very young, Daniel Melcher has written that the reading processes "must begin in the preschool years."[1] He proposes that reading has to begin at the home and libraries "must play a role in this." He then discusses taking a careful look at alphabet books and other materials which might encourage early reading. Television, he believes, has provided some major alternatives.

The American Library Association

The major unifying force for national policies and standards in American library services is the American Library Association whose membership brings together both public and school librarians in two of its several units, namely: Public Library Association, and American Association of School Librarians, respectively.

As of summer 1974, various task forces of the Association's units were formulating new statements of standards for services. The working paper of the Task Force on Children's Service, of the Public Library Association, as reported in September 1973, did not separate

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[1]Daniel Melcher. "Holes in My Head," Top of the News, April, 1970, p. 250.

out the very young for special attention in its statement of goals and guidelines.[1] The Children's Services working paper repeatedly referred, however, to "each child," "availability of full library services for every child within his own environment," the availability of "a wide variety of media on many conceptual levels for all ages." A guideline under the heading Services called for cooperative planning:

> Work with agencies, parents, and other individuals concerned with children, plan with them for meeting the varied needs of children, and interpret the library's services and media in such a way that these will be used to the full extent possible.

Under the heading Management, two of the five guidelines spoke to the idea of community:

> Foster the concept of community library service. The setting of goals and the planning for library service should be shared jointly by all library agencies in the community and other agencies concerned with the needs of children. Members of the community, including children, should be involved in the planning process.
>
> Remove barriers deterring the use of library services by children. These include physical and geographical remoteness of materials and services, negative staff attitudes, inflexible hours of service, rigid lending procedures and penalties, architectural barriers preventing use by the physically handicapped.

The Children's Services Division of the Public Library Association has the following purposes, as described in the American Library Association's Handbook of Organization:

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[1]"Community Library Services--Working Papers on Goals and Guidelines," School Library Journal, vol. 20, no. 1, September, 1973, pp. 2603-2609. This is a progress report to the Public Library Association from three of its task forces: adult services, young adult services, and children's services.

The Children's Services Division is interested in the improvement and extension of library services to children in all types of libraries. It is responsible for the evaluation and selection of book and nonbook library materials for the improvement of techniques of library services to children from preschool through the eighth grade or junior high age, when such materials and techniques are intended for use in more than one type of library. The Children's Services Division has specific responsibility for:

1. Continuous study and critical review of activities assigned to the division.

2. Conduct of activities and carrying on of projects within its area of responsibility.

3. Cooperation with all units of ALA whose interests and activities have a relationship to library service to children.

4. Interpretation of library materials for children and of methods of using such materials with children, to parents, teachers, and other adults, and representation of the librarians' concern for the production and effective use of good children's books to groups outside the profession.

5. Stimulation of the professional growth of its members and encouragement of participation in appropriate type-of-library divisions.

6. Planning and development of programs to study and research in the area of selection and use of library materials for children for the total profession.

7. Development, evaluation, and promotion of professional materials in its area of responsibility.[1]

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[1]Handbook of Organization, 1973-74. Chicago: American Library Association, 1974, p. 26.

The Committee on Library Service to the Disadvantaged Child is the name of the Children's Services Division's national subcommittee assuming responsibility in the area of day care and early childhood education. This committee was formed "to serve as a point of contact with the various national government agencies and officers administering programs for the culturally disadvantaged and with other American Library Association committees functioning in this area, and to provide librarians in the field with a unit within the Children's Services Division which would be informed and able to take leadership."[1] This committee was probably the logical one to focus also upon early childhood since, as mentioned earlier, the current interest in day care was brought to prominent public attention because of poverty programming.[2]

In 1969 and 1970 this committee was active in assessing Sesame Street and in increasing the availability of this program through encouraging libraries to establish Sesame Street viewing centers in their buildings. Because it noted that "fewer than 100 of the 6000 public library systems in the U.S. have programs specially designed for day care," this committee has proposed that special institutes for librarians be held around the country for instruction in services to day care programs in their communities. This committee also produced a brochure that ALA has published with the title "Libraries and Day Care."

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[1]Ibid., p. 26.

[2]At the 1974 National Convention of the American Library Association, a session on early childhood program was cooperatively sponsored by this committee, the Pre-School Services and Parent Education (ad hoc) Committee, the AASL Committee on Early Childhood Education. Emerging patterns of programs around the country were presented and librarians were encouraged to take action.

There are other committees of the Children's Services Division with which the Committee on Library Service to the Disadvantaged can work closely in setting directions for pre-primary services, namely, the following Children's Services Division committees:

Liaison with Organizations Serving the Child

Preschool Services and Parent Education (ad hoc)

Patterns in Library Services to Children (ad hoc)

Children's Materials in Relation to Mass Media

National Planning of Special Collections

Research and Development

Right to Read

And in addition there are committees in the American Association of School Librarians of ALA that share this concern for establishing good preprimary library services. Thus the ALA/CSD's Committee on Library Service to the Disadvantaged is a beginning step in the right direction for shaping up learning alternatives for those children who are without the nursery school opportunities and learning resources available to children in more affluent communities.

To help find clear directives for public libraries in this area of preprimary education for the poor and minorities, a national forum should be assembled. It should bring together representatives from appropriate committees of the various divisions of the American Library Association, from related government programs, from state library and school officials, from lay community leaders and those experienced with library related community learning centers.

Representatives from organizations with which Children's Services Division has liaison should be in attendance. Besides affirming a sound theoretical basis for preprimary services in the child's development and family/community enrichment, the forum should produce a functional fact-finding research structure and guidelines for action that can accomodate the great variety of differences among American communities. Its proposals should be realistic in stipulating the necessary staff, facilities, funds, community involvement--including community training, and public commitment--that is required. It is not enough to say there is a need. It must have a plan of action. And that plan must draw upon the best experience of our government efforts, researchers, and library/school efforts.

III.

EXAMPLES OF PUBLIC LIBRARY SERVICES FOR EARLY CHILDHOOD EDUCATION

The form of the library services for pre-primary school children range from the traditional children's story hour through variations of a typical nursery school program to family services in neighborhood learning centers organized by a neighborhood as its educational alternative. The organizational responsibility for these services also can range from (a) the lone children's librarian in a single public library, to (b) the large central library with branch centers or temporary outreach programs, to (c) collaborative research-demonstration networks often nationwide in their sampling such as Follow Through projects, to (d) local community-activated or neighborhood-generated learning centers that draw together inter agency support for the community's self-help effort.

A Variety of Approaches for Serving Young Children

The public library has been active in services to young children for a century. Early services were mainly in the literary tradition of the story hour and reading rooms with children's literature and reading readiness materials. Now because of changes in communication media and social needs, our libraries find themselves

giving many additional services to children sometimes in settings other than the library building.

Three contrasting approaches:
story hour, nursery school,
and total family services

In its simplest form the preschool story hour assembles children in the local library for approximately a half hour's listening to an exciting story teller, or the story teller goes from the library to designated centers--as in schools, housing centers, shopping centers, day care programs, etc. Parents or adults or older children who accompany the children see a model for introducing the child to books; and in the time before and after the listening, the storyteller helps these accompanying adults and children to make good selections from available children's materials. Children tend to be passive listeners during the story telling. The emphasis in this approach is quite simply one of bringing books and children together.

The nursery school program emphasizes activities for children appropriate for child development. It elicits a great deal of activity in some parts of the program that are counterbalanced by other periods of quiet attention, individual investigation, or rest. An example of a nursery school schedule planned for a half day follows:

Nursery School Schedule[1]

9:00-9:20	The children arrive and are checked in by the nurse. Free play inside.
9:20-9:35	The children are grouped and taught concepts.
9:35-10:00	Free play outside.
10:00-10:10	Clean up.
10:10-10:25	Snack.
10:25-10:45	Pre-story. Poem. Story.
10:45-11:00	Movement and motion activities.
11:00-11:30	Free play outside.
11:15-11:30	Departure of children.
11:30-12:00	Evaluation by the staff, and planning. Behavioral objectives are listed as part of the lesson plan for the day. Concepts to be covered are noted and progress is reviewed.

This type of program could be located in a library, school, hospital, home, storefront, housing development, or any place where its activities are accomodated and legal. The emphasis in this kind of programming is on all the developmental activities of the child. The program is responsive to findings in child psychology, human development, and techniques for individual child diagnosis and treatment. The major expertise for the children's service personnel must encompass child development as well as literature and language arts--and if the

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[1]Barbara J. Taylor. A Child Goes Forth: A Curriculum Guide for Teachers of Preschool Children, revised edition. Provo, Utah: Brigham Young University Press, 1970, p. 9.

children are from poor urban neighborhoods there must also be good understanding of urban sociology and ethnic specialties.

The alternative neighborhood learning center is a center for all members of the family. It might include the story hour and a nursery school as its version of day care facilities, but its main characteristic is its provision for mixed ages and adaptability to needs as they become locally evident. Many of these centers have been special purpose and innovative because the needs didn't fit traditional solutions. Kathleen Molz refers to the mid 1960's as a time when "town and metropolitan libraries became eligible for benefits from the federally supported Library Services and Construction Act" and also a time when cities were experiencing "the problem of shifting populations and inner-city decay."[1]

> At the same time as many of the nation's larger public libraries were witnessing a decline in patron transactions, experimentation was begun with neighborhood-based "outreach" projects in response to the educational plight of the functionally illiterate adults and undereducated children who constituted their new constituents. For the most part these "outreach" projects fell outside the mainstream of traditional public library service. Rented storefront facilities often proved more hospitable to rap sessions, paperback books, audiovisual materials, and indigenous publishing programs than the Carnegie branch with its central charging desk, rows of bookstacks, and Dewey classification schemes. Although some proved successful and others failed, these innovative programs, affording informational and educational services to the poor, served as harbingers of the shift in public libraries from a supplier-based orientation to a user-based one.

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[1]Kathleen Molz. "Past and Present Efforts at Coordination of Library Services at the Community Level," in Guy Garrison, editor, Total Community Library Service. Chicago: American Library Association, 1973, p. 65.

Molz notes that at the heart of these learning centers is the spirit of community involvement plus an anti-tradition feeling.[1]

> Counter to the more traditional interinstitutional approach, which depends for its success on communality of bibliographical entry or uniformity of filing rules, has been a movement of direct involvement with the community itself, an involvement that is based not only on an assessment of the knowledge needs of the community, but also on the participation of the community in determining its requirements and establishing policy to direct its own educational program. Under these terms, "community" library service is not predicted on a span of control leading from the smallest agency to the next largest, and so on, but is instead directed toward a specific neighborhood where a center for learning is formed, stressing services and programs rather than books, conferring insight rather than mere information, and affording values rather than facts. These learning centers, which crop up under various names, such as community learning center, library learning center, or neighborhood learning center, deemphasize processing of materials or their classification. Indeed, they go further in eliminating circulation procedures, often requiring no formal registration and assessing no charges for overdue returns.

She describes the Philadelphia Action Library, located in a lower income community in Philadelphia's south-central area, as an example of an alternative community learning center. It has inter-agency support for local community leadership.[2]

> Formed through a coalition of the city's entire educational system, including the public, diocesan, and private schools and the public library, the Action Library is also responsive to a Community Advisory Board, which serves as the interpreter of the community to the staff of the learning center. The staff is composed of librarians, AV specialists, and reading teachers drawn from both the schools and the public library system, as well as paraprofessionals recruited from the community itself. Audiovisual equipment, including recordings, closed-circuit television, and film, cohabits quite gently with the paperback books on display. And, although no space is ever out of bounds within the center to anyone, an alcove furnished in the style of an ordinary living room provides sanctuary to the adults in search of a quiet place to watch TV or read a popular magazine.

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[1] Ibid., pp. 68-69.

[2] Ibid., pp. 69-70.

> The Philadelphia learning center is not designed nor intended to replace the traditional school or public library, since school assignments and research inquiries will still be the responsibility of these latter agencies. The center, then, should not be viewed in a competitive sense, as a substitute for existing institutions, but rather as an agency within its own right having unique capacities to influence the educational growth of the community it serves.

In this example one sees these characteristics:[1]

- Freedom from traditional restraints
- Indigenous, popular, community determination of goals and responsibility for fulfilment
- Community participation in staffing and operation
- Multimedia resources especially attractive to children and youth
- Parent involvement in learning along with children
- Activities that reach out to attract the young and generate their interest in learning
- Interagency sponsorship by school systems and the public library

It is worth noting that these characteristics of a local community learning center would seem to satisfy the call for "A Real Alternative," as set forth by the Community National Field Task Force on the Improvement and Reform of American Education.[2]

A modified preschool story hour with provision for developmental activities

Libraries may feel themselves unprepared to staff a full nursery school type program or a new community learning center, but children's librarians have been finding themselves more and more involved with child development activities and parent interaction as part of an extended story hour. The child is reached through the

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[1]This list is a variation on the characteristics of a community center that Molz credits to Lowell A. Martin: Ibid., p. 69.

[2]See pages 18-21 for discussion of the Task Force's report.

parent and thus the children's story hour has also become a time for working with parents, helping them to become part of non-professional staff in maintaining and improving the services. Thus, although the actual preschool story is planned for only twenty minutes to a half hour, it often is but one central feature in a morning of activities conveniently labelled preschool story hour. Here is a sample morning schedule of such an extended story hour.

Preschool Story Hour

9:50-10:15 Make name tags for each child upon entry.
Provide books, games, music, etc., for children and parents to enjoy while the group is gathering. (If necessary review plans with participating parents.)

10:15-10:45 Story telling. Gather the children in a circle on the floor, on a rug, mats or carpet squares. Encourage group interest and participation with an opening song, finger-play, or some ritual such as lighting a candle.
Read a story aloud.
Allow the children to stretch, or do a rhythm game. The children could act out movements of the story after they have listened to it.
Share another book with the children. Include books of aesthetic appreciation.
Use rhythms, music, poetry, puppets, etc., for active participation and response from the children.
Present another book through storytelling, one that invites listener participation in the telling.

10:45-11:00 Have a closing activity, a ring game, hand clapping session, etc.

(Post-session critique and planning with parents or others.)

The preschool story hour is a format to build upon, not necessarily to stay with. It is an excellent interesting approach for giving the child experience with another adult role model.

It also places the child in organized group situations that stimulate new motor sensory experiences, introduce new concepts, language and aesthetic experiences. Where parent participation is also part of the program, the preschool story hour also serves as encouragement for an extension of the story and book use in the home. The basic ingredients are there but some rather serious problems have to be considered before the library can consider itself in the role of an alternative force acting in the interest of the preschooler.

In order for this approach to provide credible alternatives through the public library, trained personnel will have to be available. Some of the examples of community-centered children's services cited in this paper allow for or count on the use of paraprofessionals or on parents and volunteers with short term training for their functions. In most cases there is someone in charge or a central team that is trained in early childhood theory and methodology.

A typical difficulty with the majority of public library preschool programs is that they are planned without the ingredients for follow-up or follow-through. With all the recent research emphasizing the parent and the home as the primary factors in early childhood development, the role of the parent in library preschool processes must be reevaluated. Training the parents to take part in the program is a reasonable way to guarantee carry over. Involving parents in the planning would also be one way to provide follow through.

Except for the usual collection of picture books, many libraries lack the kind of resources that a children's librarian needs for the type of half-day program described above. Many of the children's librarians interviewed reported buying necessary back up materials out of their own funds. Funds will have to be appropriated for back up materials, such as toys, records, visuals, etc. Special collections, with adequate duplication, is often necessary. Loan procedures may need altering.

In some cases groups of libraries have joined together to establish a pool of back up materials from which the different children's librarians can borrow materials as they are needed. Collections and packets of materials can also be loaned or routed on a predetermined schedule.

Some workshops for children's librarians have dealt with simple and inexpensive devices for use in children's programs. There also are excellent and durable educational materials and manipulative equipment for child learning that make a good investment for a library where children's services will add development activities for children to its listening and reading activities. Some librarians visit good nursery schools or examine Montessori school environments for ideas on materials.[1]

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[1]A Montessori school environment, for example, requires an expenditure of from $800 to $1000 for equipment and materials that are durable. Unlike television and electric equipment, there is little need for repair or replacement; and these materials have proven to be successfully used with children. See Paula P. Lillard's Montessori: A Modern Approach, New York: Schocken Books, 1972.

A Survey of Ideas for Children's Services

A concurrent program for parents

In her Library Services for the Disadvantaged, Eleanor Brown describes library projects, some of which have preschool components. The "Little Listener" program in St. Paul, was announced for children but actually functioned as "bait for mother."[1] Different media were used in the sessions with the children, and each session ended with a play period. Although the children were not guided in their play, almost all the toys included in the play area were of the educational variety. While the children played, the mothers met for discussions on a variety of topics. Books supporting the theme of discussion were on display and available for loans.

Providing a program for parents concurrent with the program for their children has become a very common practice. "Moms and Moppets" was the title for such a program in Atlanta, thereby giving top billing to Mom.[2] In this program, too, the mothers held discussions on vital subjects while the children participated in story sessions or play.

Home centers for parents of children ages 2-6

In Crystal City, Texas, there are plans for establishing resource centers in barrio homes. Families accepting responsibility

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[1]Eleanor F. Brown. Library Service to the Disadvantaged. Metuchen, N.J.: Scarecrow Press, 1971, p. 357.

[2]Library Journal, vol. 97, no. 1, March 15, 1972, p. 1124.

for the placement of centers in their homes will be trained to use the materials in their community. Each family with centers will be paid a monthly stipend for operating it. Neighborhood Youth Corps students and others will serve as tutors using these centers as their primary resource. Monthly programs for parents with children aged 2-6 are planned as operating with and out of the centers.[1]

Intercultural program for total family

The Frederick Sherman Library in Texas has plans for an intercultural program that focuses on total family participation and will feature festivals and feasts organized to give an appreciation of four cultural groups: Blacks, Mexican Americans, Germans, and Pioneer Americans.[2]

Borrow a toy

Toy loan services are quite common. Examples are in the Mead Public Library, Sheboygan, Wisconsin, and the Irving School Library, Portland, Oregon.[3] In reporting their "Borrow a Toy" service to underprivileged children, the Winnipeg County Public Library in Canada acknowledged that their staff had visited nursery schools to get suggestions for their purchases.[4]

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[1]Reported to the author by Linda Schexnaydre, Children's Consultant, Texas State Library.

[2]Ibid.

[3]Library Journal, vol. 99, no. 8, April 15, 1974.

[4]Library Journal, vol. 97, no. 13, September 15, 1972, p. 2895.

Audio and visual services

The Monroe County Public Library, Bloomington, Indiana, also has a toy loan system for children. It also has audiovisual materials that can be loaned (except for 16mm films) to anyone with a library card, even the youngest children. It is currently developing a library cable television system on which, the director indicates, there will be some programming for early childhood. The cable television system has not been sufficiently developed yet to know the focus of such programming.[1]

"Media Library for Preschoolers" is the title for a federally-funded project of the Erie, Pennsylvania, Public Library.[2] Although some emphasis is placed on the use of libraries and books, the Media Library is stressed as an alternative educational approach for the very young. The experiential and manipulative environment is given importance. Books and other materials are provided as part of the total environment. Materials circulated include: cassettes, recorders, phonoviewers, filmstrips, toys, tapes, prints, puppets, slides, puzzles, games, magazines, and even pets in their cages.

Emphasis is also placed on the parent's role. Parents are asked to stay at the library with their children. Areas are provided for parents and older brothers and sisters to keep busy while children are "experiencing" the library.

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[1]Reported by staff members to this writer.

[2]American Libraries, March, 1973, p. 136. Packets of information about the Media Library for Preschoolers are being made available to those who would like information about the general concept and format of the project. Direct inquiries to: Erie Metropolitan Library, 3 South Perry Square, Erie, Pennsylvania, 16501.

A recent interview with Ted Pettersen, Director of the project, revealed that the Media Center in its present format will be discontinued after January, 1975. However, the outstanding ingredients of the program will be incorporated in the library's regular service pattern. Mr. Pettersen stated that he feels the experiment has helped them see what can be accomplished through the use of non-traditional methodology and materials.

The DIAL A STORY telephone line operated by this program, one of the first in the country, will be continued. This part of the program has been highly successful according to Mr. Pettersen.

In Orange County, California, at the request of parents the Public Library has been lending sound recorded materials for teaching phonics to preschoolers. However, some objections have been received from teachers who feel this will lessen the child's motivation in school.[1]

Television broadcasts

In 1971, the Huntsville Madison County Public Library in Alabama reported the beginning of a statewide cable television program for children entitled "Adventures in Library Land." Not primarily directed to preschoolers, the program offers two half hour programs per week. Storytelling, magic, films, puppets, cooking and a book-worm club are facets of the programming.

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[1]Reported to the author.

[2]Library Journal, vol. 96, no. 17, October 13, 1971, p. 3429.

Television viewing is becoming a common service of libraries, especially of Sesame Street type offerings for young children.

Visual arts, music, theatre, dance

"Children Discover" is the title of a program for children of ages 3 to 6, offered by the Dallas, Texas, Public Library to encourage participation with the arts and audiovisual media.[1]

A folklorist is employed by the Alis, Texas, Public Library to work in bilingual and bi-cultural communities to share in gathering and recording community lore. He will make contacts throughout the community, then write and publish finished print-outs that should be culturally reinforcing. Although the focal group is not the preprimary child, it is expected that this program should have an effect on the very young because of the work with the parents and its emphasis on story telling and literature sharing.[2]

In Rome, Georgia, the Public Library has a program in music, arts, theatre and dance for children that encourages them in reading. Children as young as those in kindergarten are included in the program.[3]

The Tampa, Florida, Public Library has had a successful creative arts program featuring puppets and art activities. As a result, the Library is circulating statewide a set of packaged

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[1]Reported to the author by Linda Schexnaydre, op. cit.

[2]Ibid.

[3]Reported to the author by Elizabeth Cole, Georgia State Library.

multimedia units.

Mobile units

Besides the typical bookmobile, portable units provide mobile rooms, transportation for children, or function as temporary neighborhood centers.

The children's Caravan of the Houston, Texas, Public Library was funded for $30,000 from the Moody Foundation. The Library wanted an all purpose portable room that would accomodate from 35 to 40 children. The mobile unit was designed by Weston Woods Studio, the Connecticut company that has produced so many visual versions of children's literature. The mobile unit has a stage area, slanted bookshelves, drop tables and peg boards. It is staffed by three professionals and volunteers from the Houston community. This unit was given some publicity in 1972[1]; and by telephone the Caravan staff affirmed that the Caravan program continues in operation.

In Albany, Georgia, the Public Library received funds from the Citizen and Southern Bank with which to purchase three trailers to station in poverty communities. They asked the school system to recommend three of their best teachers to operate a reading improvement program out of the vans, during the summer months. Salaries

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[1]Library Journal, vol. 97, no. 13, September 15, 1972, p. 2895.

and materials were provided through the public library. Although this program was not designed for the preschool child, it was felt that it had implications as a program approach.[1]

Dublin, Georgia, Public Library purchased a van for transporting children in low income areas to and from the children's services half-day program at the Library. The children were aged 3 to 6. The parent's response to the program was so favorable that they pooled their meagre funds to get insurance to cover the van operations.[2]

Training in library service skills

The training of volunteers and paraprofessionals for their work with children becomes a necessary part of a children's services program that has any substantial volume of participants.

Another type of training is for the general public, in methods of children's language and literature. For example, the Orlando, Florida, Public Library has operated a successful program called "Sharing Literature with Children" that is offered year round by the staff of the children's department. The format is essentially one where the children's librarians train various groups and agencies in the community in various methods for sharing literature with children. They focus on how to use picture books, flannel board stories, puppets, etc. The staff has been asked by the state library to

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[1]Reported to the author by Elizabeth Cole, George State Library.

[2]Ibid.

package workshops to be used on a statewide basis, showing other children's librarians how to operate such a series. They are including such facts as costs and man hours needed to operate the program successfully.[1]

In 1973 the Ohio State Library compiled in mimeograph form a descriptive listing of adult education workshops, courses, programs or classes offered by libraries for educating parents and others in skills relating children to library services. The titles or names or these programs illustrate the wide variety of training services offered by libraries for volunteers and workers in early childhood education.

Child Observation Classes, for parents; introduces the adult to books for the preschool child and to books on child development
Preschool Parent Series
For Mothers
Puppet Workshop, for librarians and volunteers
Teaching Adults Who Work with Children to Share Literature with Children, for day care center workers, scout leaders, recreation supervisors, church school teachers, parents, etc.
Workshop for Administrators with Children's Librarians on The Role of Public Library Services in the 70's
Storytelling, training for volunteers
Workshop for Adults on Children's Books
Talks on Children's Literature for College or University Students: orientation to library children's services and juvenile collections
The Storytelling Squad: on the job training for college students who assist in the bookmobiles, library and story hours in day care centers
Educating Bookshop Owners and Parents
Conducting the Effective Picture Book Program, for library volunteers

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[1]Reported to the author by Betty Davis Miller, Florida State Library.

Traveling Storytelling Clinic: a training program with trainers who respond on-call to train staff in day care associations, teachers, church groups, and others who work with children

Portable Creative Education Laboratory: the Magic Blue Bus (Oklahoma City's Art Council Creative Education Laboratory), a mobile unit that carries puppets, toys, books, children's educational materials, a library on child development for teachers and library paraprofessionals, giving instruction in how to use materials with children

Teacher In-service Training on children's literature, storytelling, and children's library service

Read Aloud Training for Private Home Day Care Center Leaders

Easy Entertainments for Your Child: easy stories, fingerplays, action games, and songs for adults to use with children

Training for Head Start Personnel

Another level of training is that for the professional children's librarian. As new insights into child development, preschool intellectual development, and language learning are revealed, they must be incorporated into the librarian education programs of the universities. New media also make possible new approaches. The role of children's library services for children in inner cities should be part of their curriculum, including supervised experience in children's services in neighborhood centers. The concern must be for learning, not just the art of story telling or library skills. Frances Henne has cautioned against delimiting the meaning of library instruction to the point where we lose its relation to the total openness of learning.[1]

> Learning, with its many elements and variables of what is to be learned and how it is to be learned, what is to be taught, constitutes a complex discipline--the core of the educative process. Teaching study skills and methods of inquiry represent but a small segment, and instruction in the use of the library forms only part of that segment.

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[1] Frances Henne, "Learning to Learn in Libraries," School Libraries, May, 1966.

Library specialists in children's services need thorough training in interaction with children, and a firm grasp of early language development, child psychology and sociology of childhood if they are to interact effcetively with early childhood agencies.

The point must be made repeatedly that the children's librarian is, among other things, a trainer. The children's librarian is expected to train parents, volunteers both young and old, paraprofessionals, teachers, and other librarians "how to teach young children the exciting world of literature and modern communication media." Thus pre-service preparation of librarians must thoroughly incorporate the "teacher education aspect of librarianship"; and in-service programs must continuously revitalize librarians in the dynamic areas of child psychology, methodology, educational media and urban studies.

The national movement for accountability in education is also reflected in programs of schools of library services and teacher education, where considerable attention is being given to competencies, performance criteria and training that is clearly related to job skills.[1] Another movement in teacher preparation has focused upon

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[1]For examples, see the following. W. Robert Houston, editor. Exploring Competency Based Education. Berkeley, Calif.: McCutchan, 1974.

Anna M. Lowrey and Robert Case. BRAC--Behavioral Requirements Analysis Checklist. Chicago: American Library Association, 1974.

Eleanor E. Ahlers and Gene B. Wieman. School Library Media Supervisor Competencies: A Cyclic Design. Seattle: University of Washington, 1974.

Margaret E. Chisholm and Donald P. Ely. Media Personnel in Education: A Competency Approach. Englewood Cliffs, N.J.: Prentice Hall, 1975.

interaction analysis--the interaction of the pupils with the teacher and with each other.[1] These movements may prove helpful to the children's librarians in determining their functional role.

A variety of methods for inservice education for children's librarians are presently available:

> by taking existing courses in early childhood education as offered in colleges or universities. Usually these are not specifically related to implications for library services nor to inner city living. Enrollment may be either at the librarian's expense, or subsidized by the library.
>
> by designing special courses, on campus or in extension, in cooperation with a college for a specific group of librarians and others in a community who will work with children and who have indicated their need for this course. Expenses may be shared by the institutions involved and the participants.
>
> through federally-funded, state, or interagency funding of institutes or workshops especially planned for workers in the alternative or early childhood programs.
>
> through local meetings or study groups that facilitate the sharing of expertise, concerns, problems, and that provide an opportunity to study together the meaning of new research on the child, new policies and recommended practices.

But these are generally not thorough and systematic approaches with adequate follow through for the broad spectrum of personnel who must work with the library's children's services if these services are to become more forcely in their educational alternatives. There is

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[1]See Anita Simon and E. Gil Boyer, editors. Mirrors for Behavior III: An Anthology of Observation Instruments. Philadelphia 19103: Research for Better Schools, 1973.

evident need for a national or interstate system or network of inservice education for children's librarians. A national forum could make this a major agenda item, drawing upon the resources of the American Library Association, federal and state officials, and the colleges offering librarian education.

Such a national forum should consider recommendations like the following for improving the children's librarians' inservice education: subsidies for librarians in inservice education; the inclusion of librarians among the participants in state or federally funded programs that train paraprofessionals in early childhood education; the creation of new instructional offerings especially for early childhood librarians that will be up to date in their implications from psychology, urban sociology, and information science as it relates to inner city children and library services; the packaging of self-instructing training materials or small group instruction modules that can be put on loan from state or regional agencies; feasible provisions for inter-center visits, and the provision in the funds of demonstration projects to facilitate more on-site visits by children's librarians to these research and demonstration projects (such as Head Start and Follow Through); and overall, provision for better interlibrary communication focused on early childhood education in oppressed urban communities.

Interagency cooperation and sponsorship

There are instances where either a school or a library seems to see its own service area encroached upon or overextended; but the long

history of these two public institutions has been one of cooperation and coordination. Community centers count on interagency cooperation. In the case of depressed areas and communities of the poor, they need to pool their resources; and there are additional governmental agencies and funds, and even private corporations and foundation support that needs to be coordinated into interagency projects. However it is not easy for the local librarian to know what help from what sources can be brought to bear on a particular problem. And that is one area in which local libraries can be given help by national and state library organizations and agencies. Winning interagency support also requires a good conception of the problem and a specific proposal of action.[1]

The Philadelphia Action Library, described on page 53 is an example of interagency sponsorship.

The Early Childhood Education Project (ECEP), in San Francisco, is another example.[2] San Francisco Public Library was granted $45,000 by the State Library for 1972-1973 fiscal year to develop an innovative program for the adults associated with children ages 2 to 5. The funding was made possible by the Library Services and Construction Act, Title I. The Library's Children's Services was granted an additional

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[1]For suggestions on proposal writing, see: Jack Crawford and Cathy Kielsmeier. Proposal Writing. Corvalis, Ore.: Continuing Education Publications, Waldo Hall 100, 1970.

[2]A report of this project is available on tape recording Number L309, "Early Childhood Education Project," from Development Digest, P.O. Box 49938, Los Angeles, California 90049.

$25,000 to continue the program through June, 1974. The project has a director, two children's librarians, and a clerk. The project operates on two levels:

1. City-wide organized programs
2. Three pilot projects in three housing projects located in predominantly Black, Chinese, and Spanish-speaking areas

The project's literature says this about itself:[1]

> Pre-school story hours in San Francisco's branch libraries had assumed top priority in 1966. Library visits by nursery schools, Head Start classes and Day Care groups have been emphasized since 1970. And since 1971, special film and filmstrip programs for pre-schoolers have been offered. These programs are being continued as usual by the children's librarians. The ECEP program may supply information but refers individuals to their local branch.
>
> Citywide, the project librarians work with parents and adults in organized programs--nursery schools, Head Start programs, Day Care Centers, and staffs of community agencies such as health, mental health and social services. They provide information about books and media which can be used in agency programs and demonstrate techniques of storytelling, reading aloud, finger games and puppetry. Multi-media booklists are being developed for the pre-school age group. ECEP staff also represents the library at various meetings and conferences which deal with the young child, gives talks to classes at the high school, college and adult education levels, and participates in exhibits at workshops and fairs. Staff members have contacted many community groups beyond the regular, organized preschool groups. These include CAPA (Child and Parent Action), a group who successfully sponsored proposition "M" which when implemented will provide quality child care to all children of San Francisco; PTA; S. F. Neighborhood Alternative Child Care Coalition; California Children's Lobby; S. F. Children's Council; Federal Office of Child Development; National Association for the Education of Young Children; Dept. of Social Services; etc. Staff provides liaison between the library and these organizations, discovering ways in which our organizations can work together.

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[1] From a printed information sheet.

> The special pilot programs have been developed in cooperation with the Human Relations Department of the San Francisco Housing Authority. ECEP staff works directly at the three housing sites demonstrating how parents can use books and non-print materials with their individual children and stimulating use of their local branch libraries.
>
> ECEP staff also helps to provide in-service training for children's librarians. They prepare guidelines and demonstrate programs for preschoolers and their parents, compile lists of local sources of information and materials, search for new materials which will be purchased for children's collections and keep the children's librarians informed about current developments in Early Childhood Education, Day Care and legislation affecting young children.

Conversations with ECEP staff revealed some recent changes on the plus side: parent shelves in all branches have been expanded to include more materials directed toward early childhood, and the expanded city-wide lecture series for parents, teachers, and early childhood coordinators have proved successful. On the negative side, funding cutbacks force the project to function with limited staff, and some of the services may have to be reduced or discontinued. Back up processes for the branches will be continued, and materials from the center are being used with community groups upon request.

Among the packet of information from ECEP were these items of interest:

> Dial-a-Story Fact Sheet--information about the two phone lines that are in operation 24-hours a day. (This part of the ECEP program will continue even in the face of budget reductions.)
>
> Titles in the center's collection for adult readers on child care, child development, child psychology, and practical resources.
>
> Information on the total collections--books, periodicals, information file and community notebook, toys, games, puzzles, puppets, films, filmstrips, records, cassettes, view master reels, and realia.

In another instance of interagency cooperation, the Mississippi Institute for Early Childhood Education (MIECHE), at Jackson, received a grant of $48,500 from the Carnegie Corporation of New York to set up a library of resource materials for use by MIECHE's teachers, students and community residents. The library and its services will also function as an extension of the Mary Holmes Jr. College's program to develop skills among the Head Start staff in Mississippi. They will acquire collections of books on early childhood education, books and records, black history texts, literature texts, reference materials, and equipment and periodicals.[1]

In Arkansas, the Scott Sebastian Regional Library along with the Dardanell Regional Library are making special extensions to the Home Start Program that is operated by the Arvac Inc. Home Start Agency in Dardanell, Arkansas.[2] They changed bookmobile scheduling and routing to accommodate the families in the Home Start program. Rotating collections of books are provided for the various Home Start agencies.

All Home Start families are taken on a trip to the library and acquainted with the collection and services. Groups of materials are also provided for Head Start sites and the centers where home visitors hold parent sessions. Each home visitor is assigned ten families and the library provides a package of reading materials to be circulated

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[1] Library Journal, vol. 97, no. 1, March 15, 1972, p. 1120.

[2] Reported to the author by Linda Reasoner, ARVAC Inc.

to all ten families on a rotating basis. Books are then exchanged and a new collection starts rotation.

The Dardanell Library has provided library training in the Laubach reading method for persons who are serving as teachers, tutors, etc. Home visitors have taken this library sponsored course and used their training with assigned families who need help with reading problems.

Research and dissemination of implications from research and demonstration projects

The research networks are mainly university based and school centered. The library role needs more visibility. The research findings need to be related more to implications for the local public library children's services. In general there is very poor intercommunication between children's libraries and between the researchers, child development specialists and children's librarians.

Children's librarians operating preschool programs report little interaction with research programs regarding early childhood in their communities. The community approach has been interpreted by many libraries as how to get the various agencies, parents and organizations to utilize library services. Very little is done in getting guidelines and directives from those in the field.

At a conference held recently in Orange County, California, bringing area experts and children's librarians together to discuss the role of the public library in early childhood education, it was appalling

to find how little communication existed. Children's librarians showed little knowledge of the various community operations and theories, and the experts knew nothing of library attempts to provide services in this area.

At the local level there is much that could be done better so as to assure the sharing of what information is now available, namely: systematic routing of such literature; regular preparation of news notes prepared by the headquarters staff; monthly meetings of the staff to discuss problem areas in children's service and what literature or research says that will give new light on those problems.

But again and again the need is stated for a better system at the national and state level for information especially suitable for the librarian working with young children and inner city centers.

Future Directions

There are some people in public libraries who have gained much expertise through years of experience operating children's programs. In many cases their success is as much a result of personal commitment and human understanding as it was policy and program priority of their respective libraries. At this time in our history there is the general feeling that public library children's services, especially in the inner city and rural areas must necessarily reach out more with services to children. Effective programs will very likely be planned with interagency arrangements and hopefully with better funding.

Currently, in most instances the planning for preschool programs is sporadic, depending upon the availability of staff and time and facilities. The option as to whether it will be merely a story hour or a modified story hour as described on page 55 is usually left to the individual librarian. The typical time schedule is six weeks either in spring, fall or summer. Even in cases where year around programs are the practice, they are scheduled for once or twice a week. Themes for the programs are chosen according to interest or individual ideas. Few programs are structured around focal concepts. Therefore evaluations for developmental impact are hard to do.

In looking at the immediate future, children's librarians tend to make practical suggestions for local action and hopeful suggestions for state and national actions.

At the local level they exhibit an attitude that an honest effort to reach the children who need service is preferable to taking a do-nothing stance while awaiting perfect solutions. Some day in the distant future the schools may be financed, staffed, respected, community centered in a way that they can handle all the early childhood needs with public library cooperation. But in the meantime, local librarians enter the future with common sense maxims: Do the best with what you've got. Seek help in the community. Match your program activities to the felt needs of the neighborhood. Keep in mind both the child's interest and home environment and the relevant value of the children's services you can offer.

Specific local actions can include the following. Establish liaison with some sources for expertise in the community. Employ a practical child development specialist to be involved in planning all early childhood programs. Coordinate early childhood programs centrally through a headquarters staff as is done with summer reading programs. Make sure that any program proposed is accurately budgeted to include likely extra cost; be sure there is an adequate financial base for the duration for which it is proposed. If the services must be born out of a one-time-only source of funds, even this once could be justified in the lives of the children benefitted; however, consider also the chances for survival and follow through for services born out of a one-time-only source of funds.

There are ways of economizing through sharing and centralizing materials to be drawn upon. Rotating displays, programs, puppet shows, etc., could be routed throughout a system and among systems. Library learning or discovery centers can be neighborhood centered and then, by coordination with schools, the teachers can bring classes to the center. This does several things: it uses the center; it acquaints young users with a systematic orientation to its services; they become the publicists in their homes for the services available; it makes visible the school/library/community coordination.

A complete nursery school or head start type program might be offered at the library, as was done in New York City's Queensborough Public Library. The poor inner city neighborhoods that need these services

must be deeply involved in planning and running their programs, the funding of them, by necessity, might be broad based; however, local libraries could assume leadership for getting the program started.

In short, as one librarian has said: These children and parents need help. So even if we don't have what we need, we join with anybody in the neighborhood to give the children another educational opportunity.

Suggestions for local action are implied in the various models. Specific ideas have been offered with respect to training, activities and funding. When the local problems and needs are woven into a national and interstate picture, they take the shape of needs and recommendations as summarized on pages 3-6 of this paper. The reader is referred back to those pages. The seven recommendations are:

.. We need a philosophy of children services that underscores the child's right to learn, his need for free access to information, and the need of society to assure this fruition of its citizenry.

.. We need a better inventory of programs and resources that deal with the inequities in learning opportunities available for young children in different communities and in different homes within communities.

.. We need to know more about programatic implications related to the changes in family patterns, the new theories about the learning patterns of young children--and about the nature of today's community.

.. We need a more realistic appraisal of the ways in which television, radio, recordings, films, multimedia kits and educational playthings can change the learning resources available for early childhood and can give the child direct access to non-print information.

.. We need basic and comprehensive research in public library services to young children.

.. We need to remind ourselves that the limitations of local budgets, spece, personnel, and priorities put strong constraints on efforts to reach out with new children services.

.. Now seems to be a propitious time for the sponsorship of a national forum with regional satellite conventions for the purpose of establishing clear directives for public libraries in the area of pre-primary education.

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